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ABSTRACT

Written from the perspective of the classroom teacher as novice supervisor, this paper describes two cycles of clinical supervision involving teaching peers in an elementary public school. A discussion is presented on the quality of the efforts and accuracy of the perceptions of the beginning supervisor. Some constants that may be thought of as principles of clinical supervision are outlined. The issue in clinical supervision of the experienced versus novice teacher is explored to the extent that it provides a framework within which to view the focus for observation. While clinical supervision is meant to imply supervision up close and has as its focus the improvement of the teacher's classroom instruction, the benefits of such an undertaking may not reside solely in self-analysis or self-improvement or improvement of practice or improvement in student achievement. These may be merely artifact while the lasting outcome of the process may be simply the resulting collegial respect that is engendered among teachers. The observer's handwritten notes are appended. (Author/JD)

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TOWARD COLLEGIAL INQUIRY:

A CASE STUDY

IN

CLINICAL SUPERVISION

by

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TOWARD COLLEGIAL INQUIRY

ABSTRACT

Written from the perspective of the classroom teacher as novice supervisor, the following describes two cycles of clinical supervision involving teaching peers in an elementary public school. As Armour asserts, isolation has been long recognized as a fact of teaching life and despite the amount of time that teachers spend with children, opportunities for professional sharing with other adults may be scarce. Working together then, toward professional development that results in improvement of practice, can be a source of both support and insight. The collaborative aspect of a dynamic working relationship, such as that provided by clinical supervision, can afford an opportunity for the integration of thinking and doing, thereby enhancing the view of teachers as reflective practitioners. The quality of the efforts and the accuracy of the perceptions of the beginning supervisor are discussed. Some constants that may be thought of as principles of clinical supervision are outlined. The issue in clinical supervision of the experienced versus novice teacher is explored to the extent that it provides a framework within which to view the focus for observation. While clinical supervision is meant to imply supervision up close and has as its focus the improvement of the teacher's classroom instruction, the benefits of such an undertaking may not reside solely in self-analysis or self-improvement or improvement of practice or improvement in student achievement. These may be merely artifact while the lasting outcome of the process may be simply the resulting collegial respect that is engendered among teachers.

1. INTRODUCTION

1.1 Perspectives

Isolation has long been recognized as a fact of teaching life (Armour, 1985). Boyer (1983) asserts that the combination of the self-contained classroom and a heavy teaching schedule gives teachers few opportunities to share common problems or sustain an intellectual life.

The following quotations from two teachers recently involved in the process of clinical supervision, exemplify quite clearly that most teachers are only too aware of this lack:

> But it has the potential among peers to establish a kind of relationship where people become quite open with what it is they do. Think about our business...we're isolated...we're all on little islands. I have no idea what Ethel does; Ethel has no idea what I do. No one has any idea of what we do, we have no mark against which to assess our performance...

and:

> There's people who have worked for twenty years in this school, side by side, aside from going down to the staffroom...still really don't understand how each other...what we think or how we do things.

Smyth (1984) comments that, because of the way schools are organized, there is often little opportunity for teachers to interact constructively with peers, about teaching. Similarly, Goodlad (1984) describes how positive, adult relationships can be difficult to find in schools and asserts that the classroom cells in which teachers spend so much of their time appear to be

symbolic and predictive of their relative isolation not only from one another but also from sources of ideas beyond their own background of experience. Barth (1984) postulates three ways that teachers might interact. Two of them, rather than being cooperative behaviours that serve a mutual purpose, are instead antagonistic behaviours that distance professionals from one another. There are adversarial relationships where individuals avoid contact and there are competitive relationships where insights and information are withheld. A third postulate however, is an interactive relationship, that of collegiality.

Clinical supervision is meant to imply supervision up close (Goldhammer, 1969) and has as its focus the improvement of the teacher's classroom instruction (Cogan, 1973). Smyth (1984) identifies a belief in the importance, dignity and worth of the individual teacher as the underlying presumption of clinical supervision. He emphasizes the importance of teachers working collaboratively with colleagues to pursue the many particular issues related to teaching practice. Goldhammer (1969) intends that, throughout the process of clinical supervision, an emphasis on guided reflection designed to assist teachers to acquire meaning and understanding from their teaching, be integral to the interactive encounter between two colleagues. As a result, practices and values can become enhanced rather than replaced.

Despite the amount of time that teachers spend with children, opportunities for professional sharing with other adults may be distressingly scarce. Working together then,

toward professional development that results in improvement of practice, can be a source of both support and insight. The collaborative aspect of a dynamic working relationship, such as that provided by clinical supervision, can afford an opportunity for the integration of thinking and doing, thereby enhancing the view of teachers as reflective practitioners.

It is from this perspective, one that depicts teachers, as collaborating with each other in an ongoing process and often turning to peers for collegial support, guidance and occasionally truth, that the present case study of clinical supervision is to be viewed. The following is an account of two cycles of clinical supervision involving teaching peers at an elementary public school.

1.2 Contexts

The school may be described as an inner city school and as such, is one of a half dozen schools within the county designated as eligible for compensatory funds to provide what may be termed, social services, such as breakfast programs, home school liaison, parenting skills and clothing exchanges. It is a rather large school, having been added to over a number of years with the result that the physical area of the school covers the better part of a city block. That it is for the most part a one storey building means that some classrooms then are quite remote from others. The school has a population of 340 students (K-8) but is host to a number of special education programs. In addition, Intermediate students from nine area elementary schools are

hosted for Family Studies and Industrial Arts programs. Needless to say, facilities and resources are used to more than full advantage.

The class involved in this clinical supervision project is a Primary, Year Three and Four group of twenty-five students. Differing levels of abilities are evident among this class of eight to ten year olds. The classroom is one in which integration with both materials and peers is encouraged. There are interesting things for children to do and the environment offers lots of opportunities for them to manage things for themselves. Children's work is much in evidence. Language experience chart stories hang from a clothesline; art work and craft constructions line the walls and windowsills; topical stories are on display. Areas that the teacher has arranged offer a wide variety of activities that children can do and talk about. The noise level is high, compared to adjacent classrooms, as children are engaged in both group and individual lessons. For the most part, the room appears to be child oriented and a place where language is valued.

The teacher with whom the present clinical supervision was conducted is Dave M. Dave is in his eighth year of teaching, having taught all subjects in the elementary curriculum to children aged seven to eleven years. The classroom environment that Dave maintains, very much reflects his dedication to the teaching profession and a commitment to the children with whom he works.

Teacher and supervisor had known each other as teaching peers for nearly three years, but aside from participating in divisional planning, had not worked in an as intimate a fashion as that provided by clinical supervision. Initial contact to commence the first of the two cycles of clinical supervision began February 6 and ended some eight weeks later, much later than was anticipated, on April 3. The day to day realities of the teaching business was a factor that did impose some practical constraints on our progress and adds credence to Kilbourn's (1982) notion of continuity as an integral element in clinical supervision. There were only two twenty minute periods per week when Dave and I could meet to plan or evaluate what it was we were doing, and only one forty minute period per week available to use as observation. Add to these timetable restrictions the usual and frequent daily responsibilities and minor crises that occur and these available times often evaporate.

2. CLINICAL SUPERVISION

2.1 Cycle One: Events, Issues and Preliminary Analysis

An initial, albeit brief encounter with Dave discussed the possibility of working with him in a clinical supervision partnership. This was not the easy task that one might expect and I found that my explanations of what I considered to be a rather complicated process were made more difficult by the fact that I was just coming to terms with the novel aspects of what it was I was attempting to explain. It is true, as Kilbourn (1982) commented, that there is some degree of confusion as to what clinical supervision entails and that the term itself brings to mind ambiguous and not always pleasant associations. As Dave comments, before any observations had taken place:

> I would personally feel a little uptight to think there's somebody...going to rhyme off this grand list of mistakes and things I could improve afterwards; I mean the kind of thing that we went through with practice teaching and the stuff that we put student teachers through.

The fact that the meeting occurred in the hall during the last five minutes of morning recess precluded discussion at too great a length. In the meantime, I shared several articles and text excerpts with Dave and planned to make these the basis of our next meeting, our first planning session.

It is important to appreciate that a teacher's decision to participate in a supervision relationship is not to be taken lightly. Anytime a person enters a classroom to observe, the normal teacher-child interactions are disrupted and the teacher

is similarly relinquishing some autonomy. Trust in the teacher-supervisor relationship becomes a critical factor; a willingness to look critically at classroom practice involves self-exposure and vulnerability (Rich, 1984). Dave's comment illustrates this point:

> That sort of experience...(somebody in there watching every little mistake I made)...I would find a little threatening, but in reading this stuff and from what you had to say initially, it's obvious to me that it's not so much a critique of my teaching as an opportunity for you to watch and help.

A considerable portion of our first conference was devoted to arriving at a mutual understanding of just what clinical supervision was all about and in particular speculating as to the nature of the working relationship that we were about to enter. Dave appeared to be very positive about the opportunity and indicated that he found the articles and excerpts that I had previously given him to read to be quite beneficial in coming to terms with the notion of clinical supervision. He states his understanding of the whole process rather succinctly:

> I'll be asking you to watch a couple of things that I'm interested to know about what I'm doing, because I can't be objective in the middle of the situation and so you can take notes and watch and help me out that way. Afterwards, and also by watching someone else, you'll collect ideas that might be of some use to you and so it will be an interchange process rather than the evaluative one.

Dave had given obvious thought to areas where my observation might be of benefit and had identified a line of inquiry that would examine his use of language. In particular, a curiosity about just how much language was used that was of comparative nature, was expressed. After some discussion the question was clarified to address:

> Not just the working of it, but the use of questioning in terms of drawing comparisions and maybe creating feelings of inferiority and superiority by how I organize who I question, in what order and whose responses are put up against who else's.

At the pre observation conference, Dave and I agreed on three types of data collection that might contribute to a partial understanding of his use of questioning and whether certain aspects of it, communicated anything of a comparative value that he might place upon pupils' responses. A taped transcript would provide stable data indicating question and response content, while a diagram of questions would show to whom, and with what frequency, questions were directed.[1,2] In preparation for the observation session, I devised what I considered to be an elaborate checklist that would suffice for the bulk of the observable data.[3] However, in the actual session, it soon proved

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1. Appendix A.4
2. Appendix A.5
3. Appendix A.3

to have several uninformative columns that were quickly ignored. It became streamlined and efficient in use within a matter of minutes, providing support, in albeit a small way, for Goldhammer's (1969) notions of fewness and treatability with respect to data. At the conclusion of the pre-observation conference, when asked if our plans seemed clear enough, Dave responds with a typical, but rather telling understatement:

That's a good bite sized chunk to start off with.

Inherent in any discussion of clinical supervision seem to be the notions of the instrumental and the intellectual nature of teaching. It is curious to note that, while clinical supervision operates within the paradigm of teaching as an intellectual endeavour, it nevertheless results in improvements in teaching practice that may be characterized as instrumental. Interestingly enough, the questions proposed by Dave seemed somewhat complex and indicated a tendency toward seeing the intellectual or reflective as opposed to the instrumental ends of the clinical supervision process. Listening to Dave speak about the areas for possible observation and suitability of data collection methods led me to conclude that he was already reflecting in action. Reflection in action, may be powerful in that it blends well, intellect and instrument.

For my observation Dave chose a lesson in which there would be lots of language and questioning as children discussed a

current classroom theme, "Creative Canadians" and recorded ideas on chart paper, in order to develop a list of words and ideas that would form the basis of spelling, writing and other types of language activities and instructions over the next several days. Dave explains his choice:

> I purposely chose the exercise of a brainstorm word list type of exercise because there really shouldn't be too many wrong answers in a sense...I was curious to see how in print I handled children whose ideas...were maybe a little inappropriate...and how I made them feel in my response to their answer.

I observed in the classroom for about thirty minutes. While the lesson that Dave chose to teach was a typical activity, my presence in the room was obviously not. Robinson's (1984) concern over the unsettling effect of a supervisor's presence in the classroom is echoed by Dave:

> I would say it (the lesson) was probably fairly typical; not typical in the sense that I was a little uptight, a little unusual for me to have somebody watching and I was sensitive to that; I was unable to block out the fact that you were in there and its obvious on the tape cause I refer to you a couple of times and even when it doesn't appear on the tape I can remember looking back and thinking...how does this sound?

And the lingering legacy of traditional supervision, in which a superior enters, oversees and evaluates, is underscored by Dave's further explanation of lesson choice:

> I sort of wanted us to be doing something with large group, I don't know why, I just thought, maybe this is an old prejudice that this is teaching; when the observer comes in you gotta be teaching the crowd, the whole group.

During the post observation conference, Dave and I found it useful to return to issues we had identified earlier. While a good deal of our discussion centred on those issues, Dave expressed mild surprise at some idosyncracies that the transcript had illuminated for him:

> We were speaking the other day in passing about the difference between verbal language and written language and I know how I write, but its a real relevation to see how you speak down on paper; this is the first time this has ever happened to me and it's a good thing because it makes me much more aware of what I'm saying.

and:

> I enjoyed looking through this because, its kind of like trying to return to the scene of the crime, but I was really amazed at how many questions were not directed at people in particular.

The recording schedule[1] and the diagrammatic record of teacher questions[2] and frequency[3] were examined to determine the extent to which these data might be useful. The discussion seemed to remain at a superficial and general level and it was not until the observation transcript was examined more closely and a list of teacher questions that were part of the observed lesson was drawn up from it, that we felt we were pursuing a more valuable line of inquiry. My query to Dave:

> Just before we go, do you think that what we've collected in any way comes to answering the question you asked originally.

1. Appendix A.3
2. Appendix A.4
3. Appendix A.5

and his subsequent reply:

> It's a beginning...I think this is going to be even better, these other things that you're adding on, isolating the questions, looking at them a little more closely and the order as well.

indicate both the necessity of more detailed analysis and the benefit of mutual inquiry, and support Schon's (1983) notion that a successful reframing of a situation leads to a continuation of the reflective conversation.

Although there were clues to unpacking some of the questions Dave had raised, the data seemed to suggest that other avenues of inquiry or perspectives might provide to be equally valuable. One example is noteworthy.

While Dave wished to know something of the comparative nature of his questioning techniques, it may have been that our data collection and subsequent examination of the order, direction and sequence of his questions did not provide sufficient insight to this understanding as would have an analysis of the kinds of questions that were asked and the way in which responses were treated. To assist with our continuing analysis of the transcript I suggested to Dave that we examine the quality of his questions using Tough's (1979) taxonomy of dialogue strategies as a framework within which to judge the part played in dialogue by teacher talk. Briefly the taxonomy classifies teacher dialogue strategies as follows: orienting, enabling, informing, sustaining and concluding. Examining dialogue in this way might help us to understand how strategies

could be selected in order to help the child think and express that thinking through the use of language.

As a result of this examination of teacher questions, some discussion arose that addressed the patterns that were apparent in Dave's dialogue and some characteristics of his questions were isolated:

> What I found about your questions was they they weren't specific questions; a lot of them are implied questions, in raising the voice or a word that gave a cue...or a little bit of a question, then some dialogue, then rounded off again. ...And for the most part, I thought your questions took the form of: a teacher question, a pupil response and then a teacher explanation; then you moved on to the next one.

Several possible teacher exchange models[1] were proposed by me in an attempt to accommodate the kinds of question patterns that I had observed. From the transcripts, I selected examples of his questioning that lead to the formulation of the models. It is interesting to note that after each example, Dave offers possible explanations as to why the question patterns appear as they do. While data analysis should be a cooperative venture, it may be that Dave's perceptions were more astute than mine since he was intimate with both his pupils and his intentions.

That I considered making suggestions to Dave brought the notion of autonomy to prominence for me. After all, as Smyth (1984) notes, it is important that not only the impetus for focus come from the teacher, but also that the teacher may be the only

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1. Appendix A.7

person able to indicate why the lesson took the direction it did at a particular moment. I speculated that my data gathering techniques were insufficient to adequately answer Dave's question thus led me to reflect upon an alternative framework within which to view the problem. As it eventuated, the Tough (1979) taxonomy became unnecessary; Dave very clearly articulated his own rational and equally valuable taxonomy to accommodate his questions as he examined the transcripts. His analysis follows:

> Inside that next paragraph...this is an invitation to respond...the Kelly exchange...one was content, the other three were volume, clarification...I guess what I'm doing there in is asking permission...interesting to see the differences in purposes of some of these questions, some of them are strictly...tell me what to write down and others are...someone's given an answer and I'm asking is it O.K. to change your answer a little bit...some are clarification... this one is a permission thing...that whole section there is trying to redirect Marcie...This one is asking everybody, trying to get back on track...yes, there's another acknowledging, not accepting, there's another permission thing.

Looking ahead to the second cycle of supervision Dave concludes our first post observation conference with a possible lesson plan alternative:

> This is the model that's almost prescribed by the use of a chart situation (linear)[1] ...but I can see this (interactive) working beautifully in a situation more of a human growth lesson or a lot of our discussions that come out of Bible stories.

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1. Appendix A.7

2.2 Cycle Two: Events, Issues and Preliminary Analysis

Several days following the conclusion of cycle one, Dave and I met to begin planning for a second observation. In speaking of a practitioner's attempts to solve a problem, Schon (1983) comments that a situation comes to be understood through the attempt to change it and changed through the attempt to understand it. At the conclusion of cycle one I felt that we had not completely answered Dave's original question. Yet, that we had satisfactorily resolved the original focus is confirmed by Dave's response:

> Not really. I think it has helped me see how different tasks are in terms of the nature of questioning that you do and this particular task that I chose (first time) didn't really show a whole lot of that.

Dave claims that the question is no longer so important:

> I'm not sure the concern didn't come so much from my own questions and thinking about the way I ask questions as from my educational biases and what I feel is an appropriate way to handle children and their responses.

Issues and aspects from the first cycle became the reference points for discussion during the pre-observation conference for the second cycle. Dave seemed to have given some thought to proposed changes in the time that had elapsed between cycles. It was reassuring to feel that his involvement in the clinical supervision process went beyond our actual time together.

We had talked at some length in the earlier cycle about the

dialogue patterns that seemed to be evident as Dave interacted with his students. While we attributed the patterns mainly to the type of lesson taught, we nevertheless both felt that new dimensions could be incorporated into class discussions in order to make the dialogue more effective. I made a suggestion. For example, while Dave for the most part accepted and appreciated each child's contribution or response, there were many times when a response of his such as, "exactly" or "that's right" or "absolutely", actually concluded a conversation and did not allow others to become part of the action. As I observe:

> I thought those were characteristics of what might be considered very positive responses to questions but at the same time would not allow anyone else to get into the conversation. Now, if this is your basic pattern of dialogue (linear model),[1] an alternative to this might be (interactive model).[1] Suppose you asked a question and you got a pupil response and instead of saying something you want to another pupil and then you went to a teacher explanation or some kind of summary or allowed an exchange that way.

In order to see teacher exchanges that might reflect different dialogue patterns, Dave suggests that I observe a different sort of lesson:

> In fact, what we'll do next time is save our daily Bible story discussion; there's a good ten to fifteen minutes of discussion there...I think it might bring out more of the invitation to think divergently, rather than convergently, more of a welcoming response, without that comparing aspect...no judgemental aspect to their responses.

1. Appendix A.7

The content purpose and possible dynamics of the lesson to be observed were discussed. At this point it is worth noting that a question has not been set, yet we have proposed several significant changes. In comparison to cycle one in which the lesson and data were derived from the question, the question is now almost an afterthought. I ask:

> What kind of question can we set now in the context of the changes we have made? You've changed the seating format, the lesson plan format; we're moving from a convergent thinking task to a divergent one.

It is as if we have a tacit understanding that the question from cycle one still lingers and begs to be answered. That solution however, seems to be dependent on the resolution of a number of lesser issues that have now been generated as a result of our mutual efforts in the first cycle. The practitioner has, as Schon (1983) observes, an interest in transforming the situation from what it is to something he likes better and as a result, the unique situation at hand then becomes the domain of inquiry. Dave's many interests now include:

> I'd like to know how often I use questioning as a tool for grabbing someone's attention...

and:

> ...I suspect there will be eight to ten people at the most involved in the discussion...

and:

> I'd like to know if I'm asking sort of prescriptive questions or open ended questions. What kind of balance.

and:

> If I'm asking a question that could have many answers, but I have an answer that I find most appropriate, do I keep going until I get the answer and then stop or do I keep going?

We agreed on suitable data collection methods that might help us out with these issues. Again a taped transcript would provide stable data indicating question and response content while a diagram of teacher interactions[1] would show where and with what frequency questions were directed. A checklist[2] would corroborate frequency and provide information to assist in the examination of possible teacher exchange models.[3] I observed in the classroom for about thirty minutes. Dave was quite pleased with the way the lesson had gone, but still voiced some unease about my presence in the room, although not to the extent that it was expressed in the first cycle:

> This time around, reading over the transcript, I was pretty pleased. I think on the whole I did a fair job of that and I think though I was also ultra-sensitive to it because you were in the room and that's what we were looking for.

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1. Appendix B.4
2. Appendix B.3
3. Appendix B.6

During the second post-observation conference, Dave's initial comments focus on the original question from the first cycle, confirming my suspicion that it remained an important, but not always articulated focus. As I refer to a section of the pre-observation transcript from cycle two:

> It seems to me, that whole section, what you're giving mke here is a bit of your background philosophy and it seems that if you are thinking about that and can articulate that, that you are aware of whether you ask comparative questions or not. I mean, I think you've been aware of it for a while, but you probably haven't thought about it.

In our continuing discussion, Dave began to see that there were some discrepancies between what he thought and did and what he did in practice. These he finds disturbing and attributes his inability to detect that while teaching, to the realities of the classroom experience.

> When the chips are down and things are flying and you're in the middle of something... I was wondering how much my response to the reality of working with the kids really jived with what I would like to be doing...in other words, do I compromise what I know I would like to avoid.

For teachers, the process of teaching requires intense attention to the moment by moment development of the lesson and usually precludes the possibility of simultaneously stepping back to analyze events. Such analysis then, as Mayher and Brause (1985) observe, must be deferred to the time when the teacher may focus exclusively on the lesson. In this reflective mode teachers can begin to inquire about their influence on student learning, thereby learning from their teaching. Learning in such a recursive way often frustrates with its elusiveness.

Again, as in cycle one, the transcript reveals for Dave, aspects of his behaviour of which he was unaware. For example, during the first cycle, Dave stated that he felt he interacted to a greater extent with children who "needed to be brought along" than those "who had things well established". He finds that not to be the case and observes:

> I don't. I really don't. I don't bring them along. That's a little disturbing to me and a good thing to know, and something that I wouldn't have known otherwise. I had this impression that I was leaving kids who had lots to say sitting cold while I dragged it out of others, yet that's not borne out at all in the numbers.

The recording schedule[1] and the record of teacher interactions[2] and frequency[3] were examined to determine the extent to which the data might be useful. For me, the inadequacy of data without explanation and the realization that Dave, as the teacher, was the most important agent of analysis, are made very clear. When I reported to Dave that I had found very few examples of questioning used for attention purposes, he quickly corrected me saying:

> I read through the transcript and saw those situations coming up...You can't see the line when you're reading the transcript because you can't see the expression on the faces, you can't see what the child is doing.

Even a few minutes in any classroom can illustrate how complex every classroom is and how difficult it really is then to understand events solely on the basis of what can be observed.

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1. Appendix B.3
2. Appendix B.4
3. Appendix B.5

The value of so much of what happens in a classroom cannot be determined without reference to trying to understand why, that observation alone can never be a sufficient guide to understanding.

Some differences in the quality of questions and instances of dialogue were noted; more examples of effective interchanges were examined. The kinds of questions that Dave asked during the second observation lesson more closely and more frequently resembled an interactive model[1] that we discussed earlier. The original issue, concerning dialogue used in a comparative manner once again, became the perspective from which to view these new observations. As I elaborate:

> Do you remember the little models I made up...the linear model...and we looked at the other one? I think what I see in your questions is - teacher question, a response, another pupil response,1 another pupil response and then you tie it together - either with a question or an elaboration. So there is more checking out and if we relate that back to the comparative things, it's not an answer and a termination.

Dave has also, through the practice of asking several related questions together, opened up the possibility of several answers to be potentially acceptable. Questions of this type seem far more enabling in terms of the variety of responses that will then be correct. He answers his own query about the advisability of asking a group of questions together, again, sensitive to the integrity and feelings of the child:

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1. Appendix B.6

> So you're faced then with the question...you can't say yes or no. Whereas if you've just thrown a shotgun blast of questions out, sort of all around the general concept...yeah, you're right, they don't have to be thinking exactly on your track as long as they're in the general vicinity.

I began this post observation conference with Dave by thanking him for his participation.

> Well, Dave, I really appreciate you spending all this time, honest... we've worked together for three years, but we've never sat down and <u>worked</u> together.

I guess in some small way, what I'm alluding to is the fact that our partnership in the clinical supervision process provided us with a working relationship that neither of us may have realized we were missing. Our albeit brief, commitment to help each other view our professional lives as learning, may have given us insights into a new kind of peer relationship.

Dave concludes our conference in typical understatement:

> I don't know, I just never really considered the complexity of it when I asked that question in the first place...and that's what's been good about this whole thing. Now, this particular small area of teaching that we've examined, I feel like I have a better idea of what I'm doing and <u>really</u> what I'm doing, not just what I think I'm doing. It's kind of been helpful that way.

3. FURTHER ANALYSIS

It is perhaps difficult to give an account of the events of a process as dynamic as clinical supervision without at the same time, beginning to speculate somewhat about the nature of and reasons for those events. As can be seen, some preliminary observations, analysis and conclusions have already been reported in the preceding passages. There remain however, some issues that may warrant a more substantial examination and it is within the context of the ensuing discussion that the quality of my efforts and perceptions as a supervisor in the clinical supervision process, might best be determined.

There appears to be constants inherent in the teacher-supervisor relationship that may be thought of as generalizations or principles of clinical supervision. McCoombe (1981) notes a reluctance on the part of the teacher to be observed. While Dave did not hesitate to cooperate in our mutual exploration, he did, as the transcripts show, express continued unease at my presence in the classroom. What the protocols do not show however, a similar feeling of sensitivity on my part in assuming the role of supervisor. I recall reflecting in a personal journal on an early occasion that I felt somewhat pressured to perform to his expectations as the supervising partner and in a later entry I wondered if I was not putting to much pressure on Dave. Because of time constraints and so on, Dave found it difficult to assimilate data and excerpts from readings that I had given him. In his journal, while clinical supervision is in progress he states his reservations:

> Initially it sounded like a great idea...the volume of paper - articles to read in preparation, transcripts upon transcripts seem prohibitive...great deal of time and effort to maintain objectivity - maybe its worth it!

The supervisor's credibility is enhanced if that person currently teaches and is in some way, intimate with the class to be observed.

That I was a teaching peer, a primary teacher as Dave was and that I had previously taught many of the students in his class, enabled me to offer observations and insights with confidence. In particular, I was pleased that the observable data were appreciated. As Dave comments:

> The tape was interesting but seeing the number maps and groupings of question types was where the real value lay.

The process of clinical supervision seems to be most effective when there is a good working relationship between the teacher and supervisor and can result in deepened personal respect for each other as professionals. The benefits of clinical supervision, however, may not reside solely in self-analysis or self-improvement or improvement of practice or improvement in student achievement. These may be merely artifact, while the lasting outcome of the process may be simply the resulting collegial respect that is engendered among teachers. This is perhaps all to rare a commodity in teaching at present. Interestingly enough, this observation is echoed by Dave in his journal when he states:

> The main value (of clinical supervision) is the interchange between two professionals who know and respect each other.

It is noteworthy that, as a novice supervisor, I so carefully chose language to describe aspects of clinical supervision to Dave. In talking about what we had already done or were about to do, attempts were made to avoid bias or indicate suggestions, coercion or movement of a peer in a particular direction. It seemed to me that to <u>do</u> clinical supervision <u>to</u> someone or to <u>suggest that</u> implied a presupposed need to improve or change and was tied somewhat to the image of viewing teaching within the paradigm of a defective-effective continuum (Russell, 1985). This caution then, indicates the extent to which the notions of objectivity and autonomy must be valued and appreciated. Turner (in press) notes the same feelings of apprehension as she relates her experiences in the clinical supervision process. While I'm sure that at the outset of our working relationship we were sensitive to making value judgements about the observed teaching, this may have been an unnecessary caution. There is no evidence in the transcripts where evaluative language is used by either Dave or I. It is in a sense a non-issue, attributable perhaps to the fact that both Dave and I are experienced teachers who know each other.

The issue in clinical supervision of the experienced versus novice teacher is a worthy line of inquiry, to the extent that it provides a framework within which to view the focus for

observation. Originally the questions posed by Dave seemed somewhat complex and indicated to me a predilection toward seeing the reflective or intellectual as opposed to the instrumental ends of the process. I speculated that this apparent complexity was due to the fact that Dave was an experienced teacher and that he had already sorted away many of the pragmatic issues of practice. That the process of clinical supervision moves in somewhat different directions when a novice teacher is part of the relationship is clearly illustrated by Kilbourn (1982).

Application of the concept of development to the study of progressive changes thought to occur in teachers throughout their careers seems legitimate. The basic assumption underlying this line of inquiry is that no person can begin the job as a veteran. The body of literature on teacher development to date suggests that the characteristics of teachers that appear to change with experience include concerns and understandings (Katz, 1985). Fuller and Bown (1975) identify three stages of learning to teach, each marked by characteristic concerns. Briefly, the first two stages are the survival and mastery stage, while the third postulate is the routine stage, characterized by settling into smooth, routine behaviour and accompanied by concerns with pupils and how their needs can be met. Katz suggests there might be four stages. Survival, consolidation and renewal comprise the first three. The fourth stage, maturity, is marked by a realization of special strengths and limitations. During this period, teachers ask deeper and more complex questions about the nature of their work and of education in a broader sense.

Much of Dave's conversation throughout the two cycles reveals that he is capable of assessing his own competence in terms of where he has been and where he wants to go next. He accepts himself as a developing professional. That he too is learning through his own teaching, and allowing this learning to be in a state of progress is indicated by comments in his journal:

> I was also interested and happy to learn that...I have been doing this without really being aware of it. The goal of discovering some new aspects of the way one teaches and discussing ways, means and implications of changing is good.

If the teacher is viewed from this developmental perspective, then it is incumbent upon the supervisor to not only acknowledge that learning is in progress but also to provide support, encouragement and information at appropriate times during the process of clinical supervision. If sharing of experience and insight is a major aspect of professional maturity, then perhaps the success of this particular case is to some degree a function of mutual inquiry by two experienced peers.

While the notion of experience provides some insight into the complex nature of the original question posed by Dave, it does not fully explain it. There may be other considerations. Dave teaches in a vibrant primary classroom where interaction with both materials and peers is encouraged. The room is rich in interchanges and alive with movement. How children do things is often more valued than what the children produce. That Dave

raised complex issues initially may in some way reflect the importance of an orientation to process in primary education as opposed to product.

Finally, far more important than experience or teaching context, it may be that the possession of a personal philosophy of education is the key to unlocking the nature of the question. Dave's work with children is guided by strong, articulated principles of education that provide a firm grounding for his inquiry. Throughout discussions during the two cycles, comments such as the following are not uncommon.

> I think we have a bias away from competition and comparing individuals in the education system; that is a destructive tendency that has been present a long time and anything I can do to avoid comparing kids with each other, and creating a competitive atmosphere in the classroom, I feel positive if I can avoid that sort of thing. So I was concerned about...I'm not sure the concern didn't come so much from my own questions and thinking about the way I ask questions, more so from my educational biases and what I feel is an appropriate way to handle children and their responses to things.

4. RETROSPECT

That teachers are constantly in the process of investigating by reflecting on their experiences, is echoed by James Britton (1983) when he states:

> In the course of interaction with individuals and classes, a teacher must make a hundred and one decisions that can only reliably come from inner conviction, that is to say by consistently applying an every developing rationale. This requires that every lesson should be for the teacher an inquiry, some further discovery, a quiet form of research, and that time to reflect, draw inferences, and plan further inquiry is essential. (pp. 90)

Wells (1985) advises learners, at all levels, to realize that after all, learning is about becoming one's own expert. More than just a means to an end, it is a philosophy and a strategy to effect change.

Classroom teachers, as learners, continually ask questions about the effects of their practices on student learning. If cooperative working relationships among peers can be developed to share the burden of thinking about these issues, then support can be provided to initiate inquiry, to clarify information, to frame important questions and to expand practice. Wisdom that offers insight into a new kind of collaborative peer relationship, such as that provided by clinical supervision and just seen in the present slice of events in the professional lives of two individuals, might then be found.

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A.3 Cycle one: Sample Recording Schedule

	Q	D	CONTENT	TO	INITIAL/ RECURR.	RESPONSE BY PUPIL Y	RESPONSE BY PUPIL N	RESPONSE BY TEACHER Y	RESPONSE BY TEACHER N	TEACHER C / TEACHER D ARISES FROM RESPONS.
			Put your hand up if you know	Tim		✓		✓		✓ 4
				Garnie						
			Where is it	~~Adam~~						Dialogue went
			Where the bread	Adam						T → P — T comment
			you get to walk?	Adam						T → P — T comment
				~~Adam~~						
			When July comes				✓			
Tape B		195	do we?							Little answer evidence of
			✕ ~~~	Jason M.		✓		✓		T - P T
				Kevin		✓		✓		| /
			~~	~~Ian~~		✓		✓		P — P
				Joe		✓		✓		
										- only evidence of follow up Q's and sustained dialogue
			What else do they do?	Kelly		✓			✓	- only P. quest to cross
			~~	Jason S.						
			~~	Ian		✓				
			~~	Tol		✓				

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A.4 Cycle one: Diagrammatic Record of Teacher Questions

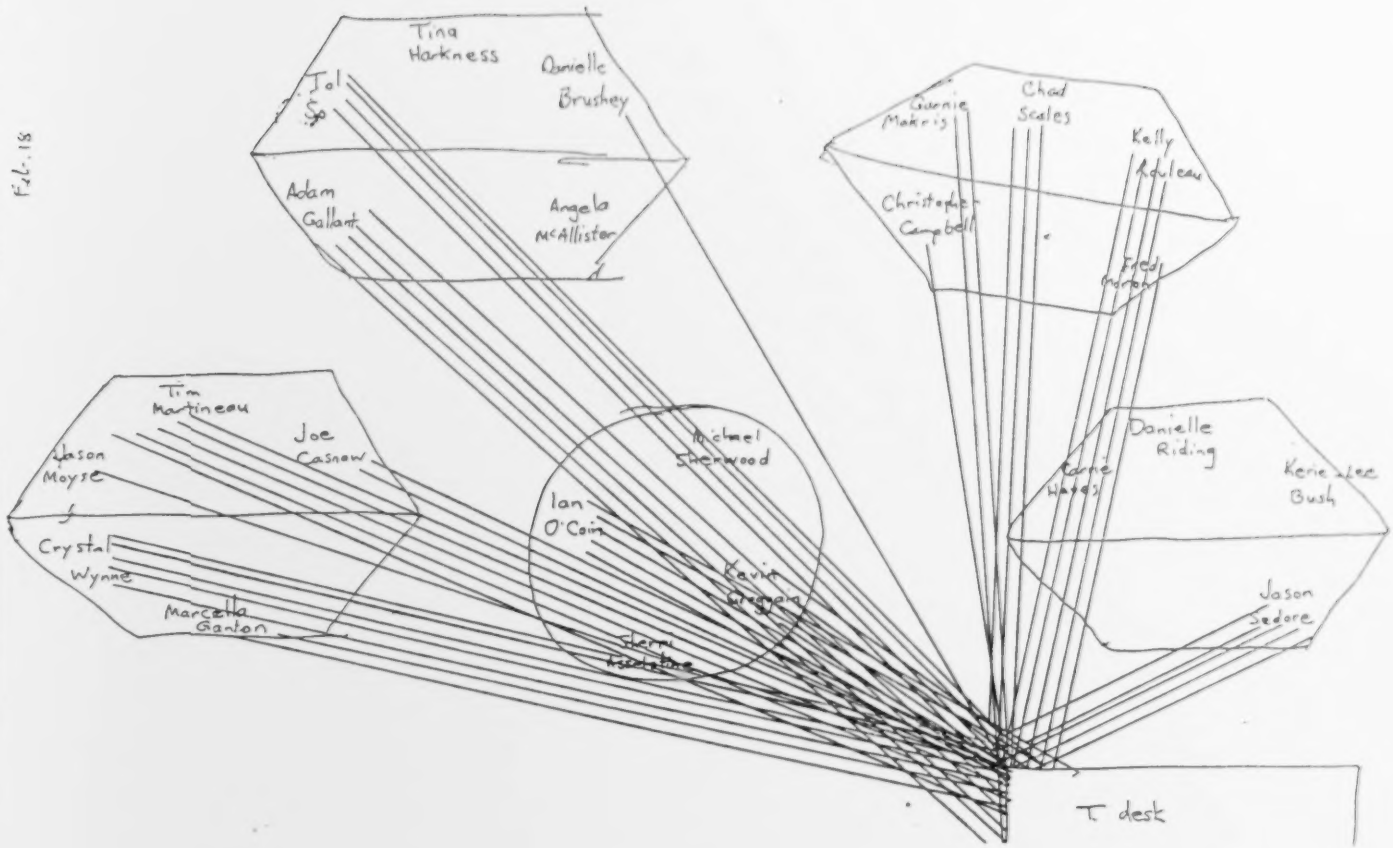
Feb. 18

Seating Plan Room 24

CREATIVE CANADIANS

QUESTION DIAGRAM.

FEB 20 1986



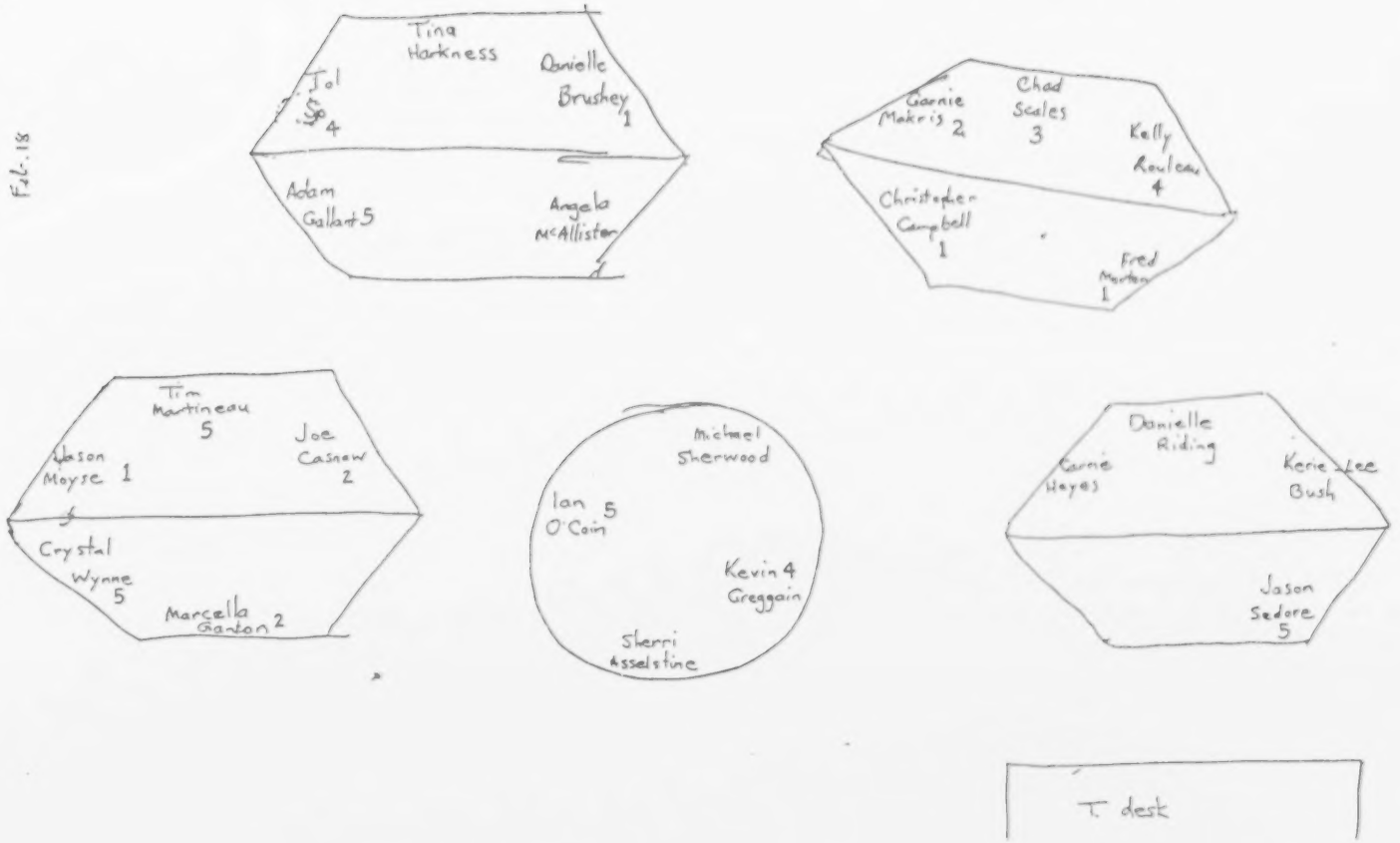
A.5 Cycle one: Record of Frequency of Teacher Questions

Fd. 18

Seating Plan Room 24

CREATIVE CANADIANS
QUESTION FREQUENCY.

FEB 20 1986



A.7 Cycle one: Some Possible Teacher Exchange Models

2. Models of exchanges.

i) $T_Q \longrightarrow P_R \longrightarrow T_E$ . . .

ii) $T_Q \rightarrow P_R$ (Kelly) (T_{14})

$T_Q \rightarrow P_R$

$T_Q \rightarrow P_R$

$T_Q \rightarrow P_R$

$T_Q \rightarrow P_R$

iii) $T_Q \rightarrow P_R$ (Tol) (T_{34})

$T_Q \rightarrow P_R$

T_Q

$\rightarrow P_R \longrightarrow T_E$ (T_{37})

iv) $T_Q \rightarrow P_R$ (Adam) (T_{46})

$T_Q \rightarrow P_R$

$T_Q \rightarrow P_R$

$T_Q \rightarrow P_R$

$T_Q \rightarrow P_R$

$T_Q \rightarrow P_R \longrightarrow T_E$ (T_{51})

v) (T_{60}) Ian

(T_{58}) Jason S.

(T_{23}) Crystal

(T_{37}) Adam

(T_{40}) Ian

(T_{44}) Chris

(T_{53}) Jason M.

(T_{62}) Tol

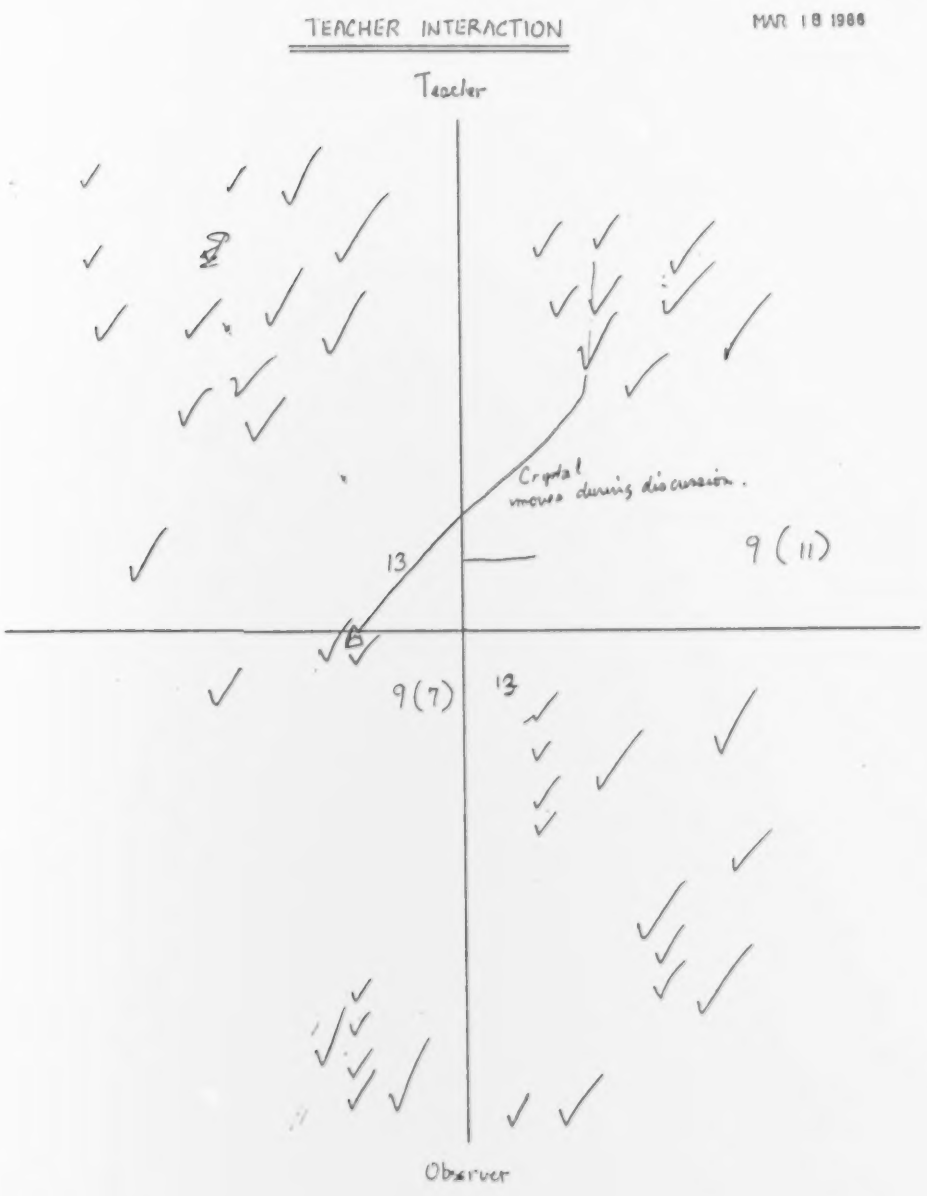
vi) (T_{77}) Fred

vii) Crystal "(spelling)
(T_8) (T_{63})

B.3 Cycle two: Sample Recording Schedule

DIALOGUE MAR 18 1986	TO	SINGLE Q.	T. ACCEPTS RESPONSE	EXCHANGE	T. REDIRECTS ORIGINAL Q. TO	T. SEEKS ANOTHER OPINION FROM	Q/D FOR ATTENTION
What did dinosaurs	Crystal	✓	✓ (?)				
What do you think	Carrie	✓	◯		Jason M.		
—	Carrie	✓		✓			✓
Does he	Carrie	✓	✓				
Why	Carrie	✓	◯		Crystal		
	~~Crystal~~						
O.K. were reading.							
What was ...	Chris	✓	✓	✓			
Why send ...	~~Chris~~						
Why accept J.	Adam	✓	✓ I. (?)	✓✓			
What did vaccine	Kelly	✓	◯		Ian ◯ Jason S		

B.4 Cycle two: Diagrammatic Record of Teacher Interactions



B.5 Cycle two: Comparative Frequency Record of Teacher Interactions

	Cycle One: N=50	Cycle Two: N=48	Total
Tim	5	0	5
Jason M.	1	3	4
Crystal	5	4	9
Marcie	2	1	3
Joe	2	2	4
Tol	4	1	5
Adam	5	5	10
Tina	0	1	1
Danielle B.	1	0	1
Angie	0	0	0
Ian	5	3	8
Sherri	0	0	0
Mike	0	6	6
Kevin	4	0	4
Cecil	0	3	3
Garnie	2	5	7
Chad	3	0	3
Kelly	4	1	5
Fred	1	4	5
Chris	1	2	3
Carrie	0	3	3
Danielle R.	0	0	0

Kerri-Lee	0	0	0
Jason S.	5	4	9

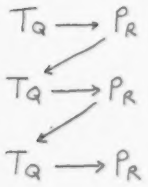
B.6 Cycle two: Some Possible Teacher Exchange Models

Possible Models.

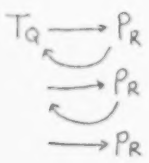
i) $T_Q \longrightarrow P_R \longrightarrow T_E \ldots$

ii) $T_Q \longrightarrow T_Q \longrightarrow T_Q \longrightarrow P_R \longrightarrow T_E$

iii)



iv)



v)